

The history of the growth of these chapters, it is thought, will best explain their contents. During my senior year in college I had taken the usual course in mental and moral science, and had written essays on education; but when I assumed the position of a teacher of teachers I began to realize my profound ignorance. Even now I can almost feel the darkness through which I tried to grope my way. I had studied theories, but *spirit* and *soul* and *mental culture*, and my own *mental economy*, were to me inscrutable conundrums. In my world, teachers' institutes, educational journals, and works on pedagogy, were not yet even thought of. For a weary decade I literally groped my way.

First Step.—Aided by a distinguished professor in a medical college, I studied the brain and its connections from the standpoint of the soul. As fast as I learned these lessons I gave them to my classes of teachers. The "laboratory" method had not then been thought of, but through all these years I have continued these studies, and have made these lessons in psychological physiology the basis of my work in pedagogy.

Second Step.—States of consciousness, mental phenomena, mental faculties, and similar expressions, were to me perplexing mysteries. Happily, the expedient of organizing my classes into exploring parties now occurred to me.* I became the leader of expeditions to explore the self-world. *How do we gain sense-ideas?* This was the topic. We became children again, and had many object-lessons, but we critically observed our acts of gaining ideas through each of the senses. We analyzed many of our own acts of sense-perceiving. It became clear to us that self makes his sense-ideas out of his sensations. The capability of self to gain sense-ideas was termed *sense-perception*. Thus, building on our own experiences and insight, we explored as best we could the self-world. We unscrupulously appropriated the discoveries of other explorers, such as Aristotle, Kant, Hamilton, and Herbart. These lessons grew year by year, and are now the chapters of the Elementary Psychology.

Third Step.—Philosophy of education, methods of culture, laws of mental growth, educational principles, and such expressions appeared to me as intangible abstractions. I was benighted and

* Whatever success I have had as a teacher I owe very largely to this plan of work. I have all along taken my students into partnership, and we have together investigated all subjects considered.